DOCUMENT RESUME

ED 190 423 SO 012 712

AUTHOR Hillman, Aaron W.
TITLE Psychology: Introduction and Application (A Course Through Improvisations).
INSTITUTION Confluent Education Development and Research Center, Santa Barbara, Calif.
PUB DATE Jun 75
NOTE 37p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Course Descriptions; Discussion (Teaching Technique); Individual Psychology; Learning Activities; Lesson Plans; Mental Health; Personality; *Psychological Patterns; *Psychology; Secondary Education; *Self Concept; Self Esteem; Self Evaluation (Individuals); Teaching Methods

ABSTRACT

The document presents a course outline and teacher material for a nine-week high school psychology course. The objective is to introduce students to the psychology of human personality and adjustment and to encourage them to apply what is learned to their own lives. The major thesis is that students must understand themselves in order to understand others. The student introduction includes a course description, notation of required work, and a list of additional activities. The course outline notes necessary background texts, lists goals and objectives, assigns homework, and outlines the content. The nine sections cover psychology, learning, psychoanalysis, frustration and conflict, defense mechanisms, rationalization, human concerns and adjustments, and mental hygiene. Activities emphasize class and group discussion as well as reading, observing situations at home, playing games, keeping a diary, evaluating various behaviors, analyzing situations, and keeping a notebook. Appendix A provides instructions for maintenance of notebooks, the only required assignment. Teacher material includes a list of objectives, an overview, and brief teaching suggestions. Appendix B provides more complete information for teaching methods and instructions. The final two appendices offer three exams and three forms for student evaluation of the course objectives. (CK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED190423

CEDARC
(AWH4)

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Aaron W. Hillman
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SOCIAL STUDIES

PSYCHOLOGY: INTRODUCTION AND APPLICATION

(A Course Through Improvisations)

By

Aaron W. Hillman

THESIS: In order to understand others you must first understand yourself.

SP 012 712

Confluent Education Development and Research Center (CEDARC), Box 30128, Santa Barbara, California, 93105

Copyright June 1975:
CEDARC and Aaron W. Hillman

AUG 0 1 1980

PSYCHOLOGY: INTRODUCTION AND APPLICATION

	Page
Memorandum for Students	1
Memorandum for Teachers	2
Course Outlines - 1st through 9th weeks	4 - 13
Appendix A.	14
Appendix B	15 - 28
Appendix C - Part Term Examination Test 1	28
Part Term Examination Test 2	29
Part Term Examination Test 3	30
Appendix D - Critique 1 - 3	32 - 34

JUL 2 9 1980

SOCIAL STUDIES: Psychology - Introduction and Application

MEMORANDUM FOR STUDENTS

SUBJECT: Learning Processes

Responsibility for your own cognitive and affective learning is a prerequisite for this course. This means that you will be expected to involve yourself in the class in an intellectual way as well as an emotional way and to take responsibility for what you do and what you do not do. What follows in this memorandum is a list of learning processes that will be of value to your understanding of this course and its content and of special value to you as to your own learning and your contribution to our studies.

Required Work

The maintenance of a personal notebook is the one required assignment of this course. You are responsible for preparing it and keeping it up to date. You may add anything to the notebook you wish and take anything away. In all things, use your creative imagination. Drawings and pictures to illustrate your work are encouraged. You will be given an instructional sheet for the preparation of notebooks. (See Appendix A)

Optional and Additional Work

Research Paper. An original research paper based upon a topic of your choice that is applicable to our study.

Term Paper. A look at a problem in our field of study with documentation and bibliography.

Reading. Read extensively in the field of our studies and prepare book reports on all readings.

Discussion. Prepare discussion topics and questions and arrange them for presentation to the group.

Debates. Formal and semiformal debates may be arranged and presented to the group.

Oral Reports. Read articles of your choice to the class or make an oral report on any subject applicable to our study.

Drama. Prepare a play or television script and arrange for its presentation to the group.

Experiments. Prepare one of your own or do one of those outlined in your text and present it to the group.

Art. Paintings, drawings, ceramics, anything in the field of art with accompanying psychological explanation.

Writing. Writing may take any form, poetry to analytic devices, but its contents should be psychologically oriented.

Homestudy. Appropriate work to our studies will be suggested each week for your consideration.

Grading and Tests

Grading. There is no curve. Your grade will be decided by the two of us in consultation.

Tests. Several tests will be given during the course. The tests are designed for your evaluation and thought.

SOCIAL STUDIES: Psychology - Introduction and Application

MEMORANDUM FOR TEACHERS

SUBJECT: Application of the Course of Study

This course is designed to introduce the subject of psychology and to apply what is learned to life. In this sense the course is deductive rather than inductive. It is hoped that any teacher using the course has had extensive training in the group processes as well as training in the field of drama or improvisational drama. In this course the teacher acts as a guide and consultant and relies on the students to carry the major responsibility for their own learning. However, the teacher must be constantly aware of what is happening with each student. Such teaching is more wearing but the results are worth it. The emphasis in the course is in self-responsibility, that is, ability to respond intellectually and emotionally to any situation in such a way as to benefit the person.

Course Outline and Memorandum For Students. Give each student a copy for perusal and continuing information.

Course Title. Review with the students the meaning and application of the title to the course at hand.

Background Text. Each student is encouraged to read at their own speed, as much as they can, for enrichment.

Suggested Reading. Interesting or provocative material that can add to an understanding of the field of study.

Title. The general title for the proposed events of the week. It is a method of division of work.

Thesis. A statement of a general goal of the course or of some particular week of study.

Homestudy. Suggested topics or researches that the student can undertake outside of classtime.

RomandNumeral Divisions. Each one represents one period of work. Five represent one normal school week.

Appendix A. Instructions For Maintenance of Notebooks.

Appendix B. Notes on experiences, teaching techniques, and suggestions for application of this course.

Appendix C. Tests.

Appendix D. Critiques.

Responsibility is the recurrent theme throughout the course. It is not meant as a proscriptive term nor in the sense of "owing" something, but rather as an indication of the over riding purpose of the course - responsibility (ability to respond) to one's self, one's learning, one's life.

The tests are not intended to find out "what the student knows" as a result of his studies. They are meant to tie concepts together, to enhance the ongoing learning situation, and to provoke further thought and question. Grading is accomplished on an individual basis in consultation with the student and is based on the total experience of the student in the class. In this sense attendance, participation, and tests are of equal value to other factors in the decisions.

QUARTER COURSE OUTLINE
Confluent Education

COURSE
Psychology: Introduction and Application

DESCRIPTION
The purpose of the course is to introduce interested students to the psychology of human personality and adjustment. Psychology is one area of study which contributes most directly to understanding one's own behavior and in learning how it relates to the behavior of others. A major thesis of the course is that in order to understand others you must first understand your self. Therefore the study will focus not only on the cognitive aspects of psychology but will illustrate how it is used and how one can use it in their daily living. The basic theory for the development of the course is that human growth occurs in the growing not in the wanting to grow and that elements of psychology can foster that change.

BACKGROUND TEXT
T. L. Engle and Louis Snellgrove, Psychology.

GOALS AND OBJECTIVES
1. Providing an appreciation of the ways in which the general methods of science are applied to the study of humans.
2. Learning, defining, and understanding psychological terms.
3. Learning that understanding of the facts is based on understanding of the methods and the affective responses.
4. Learning to merge our cognitive and affective spheres in order to realize our potential and to act upon it.
5. Learning through direct experience with some experimental procedures and learning through indirect experience by observing some experimental procedures.
6. Improving sense of responsibility (ability to respond).
7. Becoming aware of what we are doing and how we are experiencing it.
8. Recognizing that many of the motives we attribute to others are really reflections of our own needs and values.
9. Studying and understanding some of the differences in sense perceptions and the problems in meaning or understanding that are thereby created.
10. Improving reading, writing, thinking, and speaking ability.

ACTIVITIES
This course will be primarily an experiential course. That is, students will be expected to participate in the course both as a student and as a person interested in change. A few selected lectures will be presented by the instructor and by appropriate members from the surrounding community whose expertise is applicable to our study. This introduction to the field of psychology and some of its findings will be through a merging of the cognitive and affective educational experiences. The affective experiences will be primarily through the use of improvisations and "games." Each student will be required to maintain a special notebook applicable to the course and to the individual.

COURSE OUTLINE(1st Week)
Social Studies: Psychology - Introduction and Application
Background Text: T. L. Engle and Louis Snellgrove, Psychology.
Suggested Reading: Rollo May, Man's Search For Himself.
THIS WEEK
Title: Psychology and Learning
Thesis: To understand others behavior you must understand your own.
Homestudy: Observe and make notes about single items of behavior you see.

I Introducing Psychology
- A. Psychology studies how people perceive and think and learn and why they behave as they do.
- B. The application of psychology is to understand others in order to understand yourself.
- C. Experiences:
  1. Class discussion of the course outline, method, and goals.
  2. Read the Course Outline and Memorandum For Students.
  3. Preparation of Notebooks. (See Appendix A)
  4. Distribution of Textbooks.

II What Is Learning?
- A. Learning is a change in behavior.
- B. Learning about how we learn helps learning.
- C. Experiences:
  1. General class discussion of topics.
  2. Students choose a partner and discuss items A and B above.
  3. Appraising Our Learning Habits. (See Note 1)
  4. General critique and discussion.

III Planning Ahead
- A. Reward is more effective than punishment.
- B. A student's attitude toward learning will result in more or less learning.
- C. Experiences:
  1. General class discussion of topics.
  2. Students choose a different partner and discuss items A and B above.
  3. Planning Ahead. (See Note 2)
  4. General critique and discussion.

IV Goals and Expectations
- A. Learning involves acquiring the ability to do something that you have not done before.
- B. Goals are the paths to guide our steps toward the expectations of rewards.
- C. Experiences:
  1. General class discussion of topics.
  2. Students choose a different partner and discuss items A and B above.
  3. Setting Goals For Learning. (See Note 3)
  4. General critique and discussion.

SOCIAL STUDIES: Psychology - Introduction and Applications

V Learning and Psychology
- A. Barriers to learning are often "psychological."
- B. Expectations always interfere with learning but learning is never what you expect.
- C. Experiences:
  1. General class discussion of topics.
  2. Setting our goals for learning. (See Note 3)
  3. General class discussion of the week's work.
  4. Planning for next week's work.
  5. Resentments, Demands, and Appreciations. (See Note 4)

COURSE OUTLINE (2d Week)
Social Studies: Psychology - Introduction and Application
Background Text: T. L. Engle and Louis Snellgrove, Psychology.
Suggested Reading: Virginia Axline, Dibs In Search Of Self.
THIS WEEK
Title: What Is Psychology?
Thesis: To understand other's behavior you must first understand your own.
Homestudy: Ask several friend to define mind. Record their responses and compare their definitions with others in the class and that of Engle and Snellgrove.

VI Defining Psychology
- A. Discussion and Writing
  1. Psychology is the science that studies the behavior of organisms.
  2. Define science, behavior, and organisms.
  3. Explain the "mind" as a heuristic concept.
- B. Experiences:
  1. General class discussion of topics.
  2. Partner Selection. (See Note 5)
  3. Introduction of Partners. (See Note 6)
  4. Partner contracts. (See Note 7)

VII Methods of Psychological Study
- A. Discussion and Writing
  1. Natural observation: uncontrolled observing and recording of behavior.
  2. Directed observation: making observations under controlled conditions to a planned schedule.
- B. Experiences:
  1. General class discussion of topics.
  2. Continuation of experiences not finished.
  3. The Verification Game. (See Note 8)
  4. General critique and discussion.

VIII Individual Quests. (See Note 9)

IX The Psychologist
- A. Discussion and writing:
  1. A scientific explanation of behavior should involve no assumptions of supernatural agencies.

SOCIAL STUDIES: Psychology, Introduction and Applications

2. A psychologist must be willing to tolerate uncertainties in the quest for understanding.

B. Experiences:
1. General class discussion of topics.
2. The Reversal Game. (See Note 10)
3. Partner discussion and sharing.
4. General critique and discussion.

X. Major Fields of Psychological Work
A. Discussion, Lecture, and Writing:
1. Laboratory experimentation
2. Assisting individuals
3. Working with groups
B. Experiences:
1. General class discussion of topics.
2. General discussion of the week's work.
3. Planning for next week's work.
4. Resentments, Demands, and Appreciations.

COURSE OUTLINE (3d Week)
Social Studies: Psychology, Introduction and Applications
Background Text: T. L. Engle and Louis Snellgrove, Psychology.
Suggested Reading: S. Freud, An Outline of Psychoanalysis.
THIS WEEK
Title: Psychoanalysis
Thesis: To understand other's behavior you must first understand your own.
Homestudy: Analyze some of the usual "funny papers" and so-called "comic magazines" from the point of view of psychology.

XI What Is Psychanalysis?
A. Defining:
1. A method of treatment for mental disorders.
2. A body of psychological theory.
B. Discussion:
1. The mind is divided into three parts:
a. Conscious: everything you are aware of at any given moment.
b. Preconscious: everything you can become aware of if and when you want to.
c. Unconscious: what you cannot recall to consciousness under ordinary circumstances.
2. General discussion of course outline and topics.
C. Lecture: Freud's paper, Totem and Taboo and The Origins of the Oedipus Complex Idea.

XII The Id
A. Discussion and Writing: "The Pleasure Principle."
1. The Id has no direct contact with reality.
2. It has no way of knowing or caring about the consequences of its acts.
B. Experiences:
1. General class discussion of topics.
2. Id Games. (See Note 11)
3. General critique and discussion.

SOCIAL STUDIES: Psychology, Introduction and Applications

XIII Examination and Evaluation
- A. Examination. (See Test 1)
- B. General class evaluation of test.

XIV The Ego
- A. Discussion and Writing:
  1. The ego is the individual's conception of himself.
  2. The ego is everything a person believes himself to be.
  3. The ego is the regulator.
- B. Experiences:
  1. General class discussion of topics.
  2. The Mirror Game. (See Note 12)
  3. The Great Brag. (See Note 13)
  4. General critique and discussion.

XV The Superego
- A. Discussion and Writing:
  1. The Superego is your "conscience."
  2. "Conscience" is the moral attitudes and values of the individual.
- B. Experiences:
  1. General class discussion of topics.
  2. The Should Game. (See Note 14)
  3. General evaluation and discussion.
  4. Resentments, Demands, and Appreciations.

COURSE OUTLINE (4th Week)
Social Studies: Psychology, Introduction and Applications
Background Text: T. L. Engle and Louis Snellgrove, Psychology
Suggested Reading: E. L. Shostrom, Man, The Manipulator.
THIS WEEK
Title: Frustration and Conflict
Thesis: To understand other's behavior you must first understand your own.
Homestudy: For seven full days keep a diary of your moments of frustration. Be specific as to time, place, and event.

XVI Frustration and Conflict
- A. Frustration develops when a desired activity is slowed, rendered difficult, or made impossible.
- B. Each of us develops characteristic patterns of responding to frustrating situations.
- C. Experiences:
  1. General discussion of course outline and topics
  2. Acceptance and Rejection. (See Note 15)
  3. Class evaluation and discussion.

XVII Approach-Approach Conflict
- A. Definition: when you are faced with two good choices and both are equally attractive/positive.
- B. Action and decision are needed in order to resolve the donflict.

SOCIAL STUDIES: Psychology, Introduction and Applications

C. Experiences:
1. Record instances in which you had two attractive decisions and couldn't decide. (See Note 16)
2. General discussion of topics.
3. Getting to know people. (See Note 17)
4. Evaluation and discussion.

XVIII Individual Quests

XIX Avoidance-Avoidance Conflict
A. Definition: when you are faced with two choices, both of which are equally unattractive.
B. Strength of avoidance behavior increases as you get nearer the experience you seek to avoid.
C. Experiences:
1. General discussion of topics.
2. Decision Making. (See Note 18)
3. Evaluation and discussion.

XX Approach-Avoidance Conflict
A. Definition: attracted by a certain situation and at the same time repelled by it.
B. Ambivalence is to be pulled in opposite directions, to like and dislike at the same time.
C. Experiences:
1. General discussion of topics.
2. General discussion of the week's work.
3. Planning for next week's work.
4. Resentments, Demands, and Appreciations.

COURSE OUTLINE (5th Week)
Social Studies: Psychology, Introduction and Applications
Background Text: T. L. Engle, Louis Snellgrove, Psychology.
Suggested Reading: Rachel Cox, Youth Into Maturity.
THIS WEEK
Title: Responding To Frustration and Conflict
Thesis: To understand other's behavior you must first understand your own.
Homestudy: Draw up a four-column chart with the following headings; Situation. Desirable Response. Questionable Response. Undesirable Response. Fill it in.

XXI Compensation
A. Definition: an attempt to make up for a deficiency by expending extra effort and energy over a prolonged period in order to excel somewhere else.
B. Compensatory behavior may lead to constructive or destructive ways of coping with frustration.
C. Experiences:
1. General discussion of course outline and topics.
2. Can't - Won't Games. (See Note 19)
3. Evaluation and Discussion.

XXII Identification
A. Definition: refers to the achieving of satisfaction

SOCIAL STUDIES: Psychology, Introduction and Applications

from the successes of other individuals or groups.
B. The individual may substitute personal success for the apparent success of the group.
C. Experiences:
1. General discussion of the topics.
2. As - If Game. (See Note 20)
3. Evaluation and discussion.

XXIII Individual Quests

XXIV Projection
A. Definition: when a person perceives in other people traits or motives in which he feels inferior.
B. The idea is to try and correct your own problems rather than to look for them in others.
C. Experiences:
1. General discussion of the topics.
2. Projection Games. (See Note 21)
3. Evaluation and discussion.

XXV Examination and Evaluation
A. Examination. (See Test 2)
B. Evaluation and discussion.

COURSE OUTLINE (6th Week)
English: Psychology, Introduction and Applications
Background Text: T. L. Engle, Louis Snellgrove, Psychology
Suggested Reading: Laurance Shaffer and Edward Shoben, Jr., The Psychology of Adjustment.
This WEEK
Title: Defense Mechanisms
Thesis: To understand other's behavior you must first understand your own.
Homestudy: For one week make up lists of behavior that you believe to be "natural." Analyze your list.

XXVI Repression
A. Repression is selective forgetting.
B. We sometimes "forget" that which is unpleasant for us to remember.
C. Experiences:
1. Discussion of course outline and topics.
2. The Recalling Game. (See Note 22)
3. Evaluation and discussion.

XXVII Regression
A. Definition: escaping of present problems by returning to earlier known ways of meeting frustration and conflict.
B. Regression is saying, in effect, "I'll run away from the situation."
C. Experiences:
1. General discussion of topics.
2. A Regression Game. (See Note 23)
3. Evaluation and discussion.

SOCIAL STUDIES: Psychology, Introduction and Applications

XXVIII Individual Quests

XXIX Procrastination and Displaced Aggression
- A. Procrastination is putting off something.
- B. Displaced aggression is transferring the hostility from the actual source of frustration to some innocent person or object.
- C. Experiences:
  1. General discussion of topics.
  2. The Responsibility Game. (See Note 24)
  3. Evaluation and Discussion.

XXX Stereo-Typed Behavior
- A. Definition: inflexible behavior that is not or can not be altered by circumstances.
- B. It is also simply continuing in a blind way with your past behavior patterns.
- C. Experiences:
  1. General discussion of topics.
  2. General discussion of the week's work.
  3. Planning for next week's work.
  4. Resentments, Demands, and Appreciations.

COURSE OUTLINE (7th Week)
Social Studies: Psychology, Introduction and Applications
Suggested Reading: Eric Berne, Games People Play.
Background Text: T. L. Engle, Louis Snellgrive, Psychology
THIS WEEK
Title: Rationalizing Your Behavior
Thesis: To understand other's behavior you must first understand your own.
Homestudy: For one week listen for and jot down apparent rationalizations that you hear. Analyze them.

XXXI Rationalizing Your Behavior
- A. Definition: the kind of thinking people do when they explain their behavior in terms of socially approved and beautiful reasons instead of real reasons.
- B. The person deceives himself first and others (maybe) afterward.
- C. Experiences:
  1. Discussion of course outline and topics.
  2. Sentences (Excuses) Games. (See Note 25)
  3. Evaluation and discussion

XXXII "Sour Grapes" Rationalizations
- A. "Sour grapes" is when a person says that he does not want something which he he knows he cannot have.
- B. By finding fault with something he cannot have a person makes it seem less appealing to himself.
- C. Experiences:

SOCIAL STUDIES: Psychology, Introduction and Applications

1. General discussion of topics.
2. Sour Grapes Improvisations. (See Note 26)
3. Evaluation and discussion.

XXXIII Individual Quests

XXXIV "Sweet Lemon" Rationalizations

A. Definition: when a person says that what he has, but doesn't really want, is just what he wants.
B. By putting enough sugar on disappointment we are able to stand the disappointment better.
C. Experiences:
   1. General discussion of topics.
   2. Sweet Lemon Improvisations. (See Note 27)
   3. Evaluation and discussion.

XXXV Defense Mechanisms - Healthy or Unhealthy?

A. Defense mechanisms are ways of behavior that seem toprotect the individual's self-esteem, or ego.
B. It is the degree to which things are used that determines the state of the individual.
C. Experiences:
   1. General discussion of the topics.
   2. General discussion of the tweek's work.
   3. Planning for next week's work.
   4. Resentments, Demands, and Appreciations.

COURSE OUTLINE (8th Week)
Social Studies: Psychology, Introduction and Applications
Background Text: T. L. Engle, Louis Snellgrove, Psychology
Suggested Reading: Sidney Jourard, Personal Adjustment
THIS WEEK
Title: Human Concerns and Adjustments
Thesis: To understand other's behavior you must first understand your own.
Homestudy: Make up a list of complaints students have concerning family conflicts. Analyze the results through group discussion.

XXXVI Feelings of Inferiority

A. Definition: a chronic and permeating concept of one's self as incapable or unworthy.
B. It is the feeling of being lonely and helpless in a hostile world.
C. Experiences:
   1. Discussion of course outline and topics.
   2. Positive Games. (See Note 28)
   3. Evaluation and discussion.

XXXVII Dating

A. Definition: an accepted social institution for purposes of lessening the tensions of human relations.
B. Dating may or may not have beneficial effects for the person.
C. Experiences:

SOCIAL STUDIES: Psychology, Introduction and Application

1. General discussion of topics.
2. Dating Improvisations. (See Note 29)
3. Evaluation and discussion.

XXXVIII Examination and Evaluation
- A. Examination. (See Test 3)
- B. Evaluation of test.

XXXIX Assuming The Roles of Men and Women
- A. The word "role" refers to the kind of behavior which society expects of an individual in a particular social situation.
- B. The roles are determined partly by biological differences and in part by culture - but a person always has a choice.
- C. Experiences:
  1. General discussion of topics.
  2. Man and Woman Improvisations. (See Note 30)
  3. Evaluation and discussion.

XL Relationships With Other Persons
- A. A person must learn what to do in order to obtain what that person needs.
- B. If you are reasonably free of defenses and aggressions you can usually understand and work with others and yourself.
- C. Experiences:
  1. General discussion of topics.
  2. General discussion of the week's work.
  3. Planning for next week's work.
  4. Resentments, Demands, and Appreciations.

COURSE OUTLINE (9th Week)
Social Studies: Psychology, Introduction and Applications
Background Text: T. L. Engle, Louis Snellgrove, Psychology.
Suggested Reading: Henry Clay Lindgren, Educational Psychology
THIS WEEK
Title: Mental Hygiene For Yourself
Thesis: To understand others you must first understand yourself.
Homestudy: Prepare a list of the things you demand from others. Analyze it. Make a list of the things demanded of you. Analyze it. Compare the two.

XLI Knowledge and Self-Direction
- A. A first step toward improvement is wanting to understand your own behavior.
- B. A partial knowledge of psychology can serve as a means of self-deceit and self-justification.
- C. Experiences:
  1. Discussion of course outline and topics.
  2. Oral Examinations. (See Note 31)
  3. Evaluation and discussion.

SOCIAL STUDIES: Psychology, Introduction and Applications

XLII Accepting Yourself
- A. The second step toward improvement is accepting yourself and not blaming yourself.
- B. A balanced person is neither complacent nor lacks the inability to see where they can improve.
- C. Experiences:
  1. General discussion of the topics.
  2. Oral examinations. (See Note 31)
  3. Evaluation and discussion.

XLIII Accepting Other People
- A. Understanding is guided by observations about what you see not by your own attitudes or defensive needs.
- B. The acceptance of other people does not mean that you are governed by them.
- C. Experiences:
  1. General discussion of the topics.
  2. Oral examinations. (See Note 31)
  3. Evaluation and discussion.

XLIV An Active Attitude
- A. If you want to change you can't just talk about it. You have to do something about it.
- B. Even when the attempt to change is not successful, your anxieties are likely to be reduced by the effort to change.
- C. Experiences:
  1. General discussion of the topics.
  2. Oral examinations. (See Note 31)
  3. Partners End Contracts. (See Note 32)
  4. Evaluation and discussion.

XLV Creative Experience
- A. Freedom to choose your task and to set your goals is a creative experience. But you have to take responsibility to do it.
- B. The standard of excellence is your own. You decide the worth. It is your own thing.
- C. Experiences:
  1. General discussion of the topics.
  2. Oral examinations. (See Note 31)
  3. Resentments, Demands, and Appreciations.
  4. Ending The Course. (See Note 33)

SOCIAL STUDIES: Psychology, Introduction and Applications

APPENDIX A: Instructions for Maintenance of Notebooks

Your notebook is the only required assignment of this course. You are responsible for preparing it and keeping it up to date. It may not be taken from the classroom but papers may be removed if you need to refer to them or wish to rewrite or change them.

You are to pick up your folder at the beginning of each day's class and to return it at the end of the period.

You may add anything to the folder that you wish. It will be your book.

In all things, use your creative imagination. I have set the basic outline. How it turns out will be up to you. Drawings and pictures to illustrate your work are encouraged.

The following sections and/or categories are an example of how it could be set up. These are examples only. The final notebook will be due the last Friday prior to the end of the course.

Suggested Categories and/or Sections

1. Me as student and person - a personal log.
2. Classroom experiences from day to day.
3. Time Is and Never Was: your summary of the class and your work.
4. Resentments, Demands, and Appreciations.
5. Readings and Research.
6. Bright ideas - things you would like to try or things you have tried.
7. Long term plans: what are you going to do with what you have learned?
8. Conversations with other folks.
9. Enrichment material: film reports, book reports, people exchanges, television, et al.
10. Triumph and Tragedy: what you hoped to accomplish and what you did accomplish.
11. Let's Call It Life: observations about life and people.
12. An Exchange of Ideas. Notes on the discussions of class and those out of class.
13. Trips Into Inner Space: evaluations of what you have experienced and how it has become a part of your personal world.
14. You! Listen to me! Demands about what you want from others and the world.
15. I Am A Person. Descriptions of yourself that attempt to answer the question "Who Am I?"
16. In the Still of the Night. Homestudy assignments or writing out of dreams.
17. These Now Are Mine. Things that you have accomplished on your own.
18. I Hold These Truths. A personal philosophy of the purpose of life and the purpose of your existence.

SOCIAL STUDIES: Psychology, Introduction and Applications

APPENDIX B: Notes on experiences, teaching techniques, and suggestions for application of this course.

1. a. Explain the exercise to the students.
   b. As a whole the class makes a list of learning situations. Arrange the situations in terms of opposites (place on chalkboard).
   For example:

Alone ----------	In groups
Lecture ----------	Group discussion
Large groups ----------	Small groups
Long period of time ----	Short period of time
Reading ----------	Listening
Teaching ----------	Being taught

   c. Each class member selects a partner.
   d. Discuss the learning situations and try to place yourself according to your learning styles somewhere between the two extremes. On item number 1, for example, I would place myself in the middle, for sometimes I learn better alone and other times I learn better in groups. However, for item number 2 I would locate myself to the right hand toward group discussion. I feel that a lecture is a poor learning situation for me. I tend to learn less from a lecture.
   e. As a whole the class evaluates the lesson.
   f. Source: Robert Goodwin.

2. Planning Ahead. a. explain the exercise to the class.
   b. As a whole the class discusses the following four areas (should be pulled out by the group leader one at a time, after each one has been thoroughly discussed):
   What I expect to accomplish in this course.
   How I will go about it.
   What and whom I will contact.
   My preconceived ideas.
   c. Each class member selects a partner (someone they have not worked with yet, preferably not a friend) and each one discusses with the others the meaning these ideas have for them.
   d. As a whole the class evaluates the lesson.
   e. Source: Aaron Hillman

3. Setting Goals For Learning. a. Explain the exercise to the students.
   b. Each student prepares a diagram as follows:

   Goal:

   Helping Forces: Holding Back Forces:

   c. Each class member selects a partner (someone they have not worked with yet, preferably not a friend) and each one discusses with the other the meaning of what they have written.

3. d. Ask for volunteers and put some of the information from the diagrams on a similar diagram on the chalkboard. Discuss with the class as a whole and follow up with more writing on the diagram.
   e. Evaluation and discussion.
   f. Source: Adapted from the work of Kurt Lewin.

4. Resentments, Demands, and Appreciations.
   a. Students are asked to state any resentments, demands, and appraeciations they have concerning anything and anyone. Preferably it should be within the class context but it can be of some concern out of class.
   b. The statements begin as follows:
      I resent _____.
      I demand _____.
      I appreciate _____.
   c. Be aware of when a "double message" is being delivered and bring it to the attention of the person making the statement. An example of this message is when a person makes a demand in a nondemanding voice, or states a resentment while smiling, or makes an appreciation that is really a criticism.
   d. General evaluation and discussion.
   e. In this exercise particularly (which I have scheduled at frequent intervals throughout the course) the teacher should also state any resentments, demands, or appreciations that he/she has. In turn, the students are encouraged to state any they have concerning the teacher.
   f. Source: Unknown.

5. Partner Selection. a. Students are paired, forming a dyad or two-person group. I recommend that the teacher make these selections based on personal observations of the students. The pairing should be first by boy-girl, then by those of the same sex, then by different races, then by any other criteria. The purpose here is to give the student a chance to work with another and unknown (generally) person to create a dialogue and learning situation beneficial to the persons involved.
   b. Each member of the dyad is to try to understand the other, learn how to give and take from the partner, and how to produce creatively with him/her. 30 minutes is good but can be altered according to the time situation.
   c. Teacher records the names of the partners as future work will require these two individuals to work together.
   d. Group evaluation and discussion.
   e. Source: William C. Schutz. (Adapted and modified)

6. Introduction of Partners.
   a. Each dyad comes to the front of the room and introduces their partner to the class a whole. They are to introduce the person by the name that person wishes to be called and to say something about their history.

SOCIAL STUDIES: Psychology, Introduction and Applications

6. b. Teacher and students may ask questions to amplify or to understand but may not "grill" the introducers.
   c. General evaluation and discussion.
   d. Source: Aaron Hillman
7. Partner Contracts.
   a. Explain the exercise to the students.
   b. The partners tell each other what they have to give to each other during the course and what they would like to get from each other during the course. They carry on a negotiation until each is satisfied in so far as is possible with the contract. Then they make notes for each other, sign it, and hand it to the other person for inclusion in that person's notebook and for future reference in our work. Items included in the contract can be definite study times to an agreement that they will give each other honest feedback in any of the work they we will do.
   c. General evaluation and discussion.
   d. Source: Adapted from the work of Stewart Shapiro.

8. The Verification Game.
   a. Explain exercise to the students.
   b. Partners sit together and decide who is A and who is B. (In the event that someone's partner is absent then the teacher or another student without a partner sits with them. This holds true for any of the exercises in this course).
   c. The teacher sits so that all can see him/her.
   d. "A" makes statements about the teacher, about what he knows or sees, and "B" replies by saying either "I can verify that" or "I can not verify that." The point is that what we know and what we imagine are two different things and we can not really know something unless we can in some way make sure. Another way of looking at this is to compare it with Heinlein's concept of the "Fair Witness" in his book Stranger In A Strange Land.
   e. Now "B" makes the statements and "A" replies.
   f. Now "A" makes the statements about "B" and "B" makes the replies concerning verification.
   g. "A" and "B" change roles.
   h. General evaluation and discussion.
   i. Source: Unknown.

9. Individual Quests
   a. On these days the students are encouraged to work out their own learning situations.
   b. In addition, these days are used for presentation of other learning processes or ideas. For example:
      (1) Individual consultations with students.
      (2) Library research and writing.
      (3) Films and other audio-visual presentations.
      (4) Alone time. (In this case students are given time to go some place and to be absolutely alone. They are not to work or to talk. But simply to be alone, to see, and to think.)

SOCIAL STUDIES: Psychology, Introduction and Applications

10. Reversal Game.
    a. Explain the exprcise to the students.
    b. Imagine yourself in a situation the reverse of your own.
    c. Imagine the following situations:
        (1) What would the situation be if you had not got out of bed this morning?
        (2) What would happen in a certain situation if, for once, you said "no" instead of "yes" (or vice-versa)?
        (3) What if you were 4 inches taller?
        (4) What if you were 20 pounds leaner?
        (5) What if you were a man instead of a woman or vice-versa)?
    d. General discussion.
    e. Improvisations:
        (1) Become someone of the opposite sex.
        (2) Become a parent.
        (3) Act as you would like to be.
    f. Evaluation and discussion.
    g. Note: writing these out before hand sometimes adds to their quality and impact.
    h. Source: liberally adopted from the work of Perls, Goodman, and Hefferline. Modifications made by Aaron Hillman.

11. ID Games.
    a. Explain the exercise to the students.
    b. First by individuals (volunteers), then by pair partners, have the students work out the following through improvisations:
        (1) Put your palms together, anchor your feet, imagine your partner is someone you dislike, then push.
        (2) Shadow box with the person in the world who makes you most uptight while repeating his name (this one is best done alone).
        (3) Be and act tough.
        (4) Demand whatever you want without thinking about what the other person may feel or want.
        (5) Exaggerate your childish qualities.
        (6) Show off.
        (7) Do something outrageous.
        (8) Be childishly rude.
        (9) Spread disaster and dismay.
        (10) Make it a hobby and a pleasure to create misery.
    c. Evaluation and discussion.
    d. Source: Aaron Hillman

12. The Mirror Game.
    a. Explain the exercise.
    b. Form pair partner dyads.
    c. They are to decide who will be the communicator and who will be the mirror. The mirror is to only reflect, nonverbally, what he/she is experiencing of the others message. The communicator is free to use words, movement, whatever. First one is the mirror

12. c. for five minutes then they reverse roles and the other becomes the mirror for five minutes.
    d. Partners share their experiences for five minutes.
    e. Now, the two are to create, that is by spontaneously interacting, a dialogue, a give and take discussion, for five minutes.
    f. Partners share their experiences for five minutes.
    g. Again, mutually create a dialogue, a give and take situation, for five minutes.
    h. Partner evaluation and discussion.
    i. Group evaluation and discussion.
    j. Source: Unknown.

13. The Great Brag.
    a. Explain the exercise to the students.
    b. The students are to write for ten minutes without stopping. That is important. They are not to rush or to write big or to dawdle but simply to read write steadily without stopping for ten minutes. If they are stuck or a thought doesn't come they are to write the first two words of the writing assignment, "I am," until a new thought comes and to continue on from there.
    c. The writing assignment is to spend the time bragging about yourself; that is, to say nothing but how great you are whether you believe it or not. If doesn't matter if it is true or untrue, the point is that you are to begin with the words "I am," and to write steadily for 10 minutes bragging about what a great person you are.
    d. At the end of 10 minutes have the students underline their last line and then to answer this sentence question: "How do you feel about what you wrote?"
    e. Evaluation and discussion. One question to bring up is "How did you learn to feel that way?" One of the ideas of this exercise is to illustrate how we misues the word ego. A second one is to illustrate how we are taught how to feel.
    f. Source: Aaron Hillman.

14. The Should Game.
    a. Explain the exercise to the students.
    b. Partners take turns playing the following roles with one another:
        (1) You should _____. (keeps telling the other all they should be. Partner can act as a surrogate).
        (2) Partner replies: "You are right. I'm such a miserable person." (agrees the partner to death - or similar evasion).
        (3) Partners change roles.
    c. Partner dicussion.
    d. Evaluation and discussion.
    e. Note: The teacher should (quote, unquote) act this out with another person in order to give the students the idea.
    f. Source: Unknown.

SOCIAL STUDIES: Psychology, Introduction and Applications

15. Acceptance and Rejection.
    a. Explain the exercise.
    b. Partners discuss times when they have been accepted and/or rejected by person or persons.
    c. Three pairs of partners volunteer to work out a situation. A fourth set of partners are asked to leave the room. The remaining partners are told to accept one of the partners when they return and to completely ignore the other. They are, at the same time, to carry out a continuing discussion about how we consciously and unconsciously accept and reject people and how that makes us feel.
    d. At an appropriate time the exercise is fully explained and the four sets of partners are asked to express how working in the exercise made them feel.
    e. Group discussion and evaluation.
    f. Source: Aaron Hillman.

16. Two Attractive Decisions.
    a. Ask for volunteers who will read what they have written.
    b. Then ask the person who read their list to select one and to act it out. Set up two chairs in front of the group and to move from one chair to another as they play both sides of the problem until the decision is reached.
    c. Note: this sequence can be acted out by two other group members.
    d. The point is to work through to a decision regardless of how attractive each choice seems.

17. Getting To Know People.
    a. Explain that approach-approach conflict often comes about when we want to meet people and to interact with them but are reluctant to take the first step.
    b. Form dyads with someone not your normal partner.
    c. Talk to them for a few minutes about what you felt and thought about as you made the choice.
    d. Choose a new partner.
    e. Sit back to back with no touching or turning of heads. Use only talking to learn more of the other.
    f. Choose a new partner.
    g. Sit face to face and express as much of yourself as you can and learn as much about the other as you can but do it by just looking. (nonverbal exercise)
    h. Choose a new partner.
    i. First half of the time allotted is by looking and making some type of physical contact (but non-verbal). Second half of the time allotted is by Just touching. (close eyes, no talking).
    j. Return and join their normal partner.
    k. Share what was experienced using all the resources of communication including touching, facial expression, gestures, eyes, and talking.
    l. Group discussion and evaluation.
    m. Source: Adopted from the work of Virginia Satir.

SOCIAL STUDIES: Psychology, Introduction and Applications

18. Decision Making.
    a. Ask for volunteers from among the pair partners.
    b. As each couple comes to the front ask them to work out the following problems through improvisations.
        (1) You are married with three children. One of you has caught his/her foot in a railroad track at a railway crossing. It is impossible for you to get your foot out. A fast freight is zooming down the tracks at you. The wife or husband is going to die. What do you, the one who will live, do?
        (2) Side coaching: What are your feelings about the children? Do you love him/her enough to die together? What will happen to the kids if both of you die? Which of you is it better to leave behind? And always, what are the reasons for your decisions?
        (3) Reverse the roles.
        (4) You are a parent. Your child, six years old, has a brain tumor. An operation will save the child's life but leave it more as a vegetable than a human being. If you do not decide on an operation, the child will die. What do you decide to do? How do you decide?
        (5) After the problems have been worked through have all the pair partners work through them together, reversing roles often so that each one gets an understanding of the other's agony.
        (6) General evaluation and discussion.
        (7) Source: Aaron W. Hillman.

19. Can't - Won't Game.
    a. Have the pair partners practice saying to each other statements about what they believe they can't do and the other partner replying by asking them to repeat their statement by saying "I won't." Reverse roles. Point: Generally, when we say I can't do something it means I won't do that thing.
    b. Volunteers and pair partners work out the following improvisations:
        (1) I can play sports but not good enough so I'll be smart.
        (2) I am small so I'll act big.
        (3) I am not beautiful so I'll be friendly and helpful.
        (4) I am a bully so I'll act loving.
        (5) I have to get all "A"s so I'll do the best I can.
        (6) We can't have children so we'll get work that lets us work with children.
        (7) Have the partners make positive statements about themselves and have the other one reply with negative ones.

20. As - If Game.
    a. Pair partners act "as if" theywere someone else.
    b. Partner gives them feedback as to "how they are."

SOCIAL STUDIES: Psychology, Introduction and Applications

20. As-If Game
    c. Partners feed back to each other.
    d. Reverse roles.
    e. Improvisations: volunteers take on the roles of playing someone they know.
    f. Group discussion and evaluation.
    g. Source: Unknown.

21. Projection Games.
    a. Students identify with objects in the room and speak as if they were that object.
    b. Pair partners act out the following improvisations:
       1st: I can't trust you.
       2d: Play the role of an untrustworthy person.
       Reverse roles.
       1st: You're not really interested in me.
       2d: Enact this very attitude.
       Reverse roles.
    c. Group discussion and evaluation.
    d. Note: It is helpful to have one group act out before the whole group is brought into the improvisations.
    e. Source: Unknown.

22. The Recalling Game.
    a. Form pair partner groups.
    b. On a large piece of butcher paper draw the house plan of (1) a house of significance to you at an earlier age, (2) a house of significance to you at your present age. Draw in as much detail as possible, like a blueprint.
    c. With your partner share your houses by taking the partner on a tour, telling him/her what the house was like, the detail of its furnishings, and environs, and what went on there. Take time, take turns, be as detailed as you can.
    d. Listening partner questions and listens intently. This partner tries to help bring back significant detail to the mind of the partner. What were the smells like? What was the temperatures of the house and its environs? What did things feel like when you touched them? What delighted your eye and what offended your eye? Help the partner remember as many of the tiniest details as is possible.
    e. Group discussion and evaluation.
    f. Source: Unknown.

23. A Regression Game.
    a. Form pair partners.
    b. The group speaks to each other using gibberish.
    c. Improvisation: ask one group to volunteer and call them to the center. Tell one he/she has "it" and tell the other that he/she wants "it." The one who has "it" does not want to give it up and the one who wants "it" is desperate to get it. (Do not identify what "it" is).

23.

d. Have them improvise the scene in gibberish.
e. As the scene progresses have them break into words, then gibberish, then words, then gibberish.
f. Have them express anger, touch hands, keep feet in place, and push.
g. Have them finish by screaming aloud.
h. Group discussion and evaluation.
i. Source: Adopted from the work of Robin Montz.

24. The Responsibility Game.
a. Most people believe responsibility means "I put myself under obligation." It really means "I am responsible only for myself."
b. Form pair partners and have the individuals talk about how they are responsible. The partner tries to catch them on any time they are taking responsibility for someone else or some thing.
c. Each group member writes out the following:
(1) About my self, I accept responsibility for _____.
(2) About this group, I accept responsibility for _____.
(3) Outside this group, I accept responsibility for _____.
d. Volunteers read their statements to the group as a whole.
e. General discussion and evaluation.
f. Source: George I. Brown.

25. Sentences: (Excuses) Game.
a. Pair partners decide who is A and who is B.
b. Partners alternate saying the following sentences to each other with the partner responding each time with an appropriate answer.
(1) I have a better interpretation of that than you have.
(2) I know all about you.
(3) This happens because it has happened before.
c. Partner feedback.
d. General discussion and evaluation.
e. Source: Unknown.

26. Sour Grapes Improvisations.
a. The following improvisations are worked out first with a pair partner demonstration and then with each of the pair partners acting out the roles, giving feedback, and reversing roles.
(1) Find fault with yourselves or others.
(2) Complain about not making the honor roll.
(3) B/girl gets turned down for a dance or a date (wouldn't want to be seen with her/him anyway).
(4) I'm glad I wasn't invited to the party because it is going to be very dull.
(5) Be an unsuccessful candidate.

26.
(6) Play the blaming game. Blame someone or something else for not getting what you want.
(7) I'm glad I didn't get on the team. I would have become ill with all that work.

b. General discussion and evaluation.

27. Sweet Lemon Rationalizations.

a. The following improvisations are worked out first with a pair partner demonstration and then with each of the pair partners acting out the roles, giving feedback, and reversing roles.
(1) Doesn't make the honor roll. (put sugar on it to make the hurt feel better).
(2) Doesn't get date with boy/girl. (put sugar on it to make the hurt feel better).
(3) Be someone who drives an old and out-of-date car and pretends to like it - but doesn't.
(4) Act out the sentence: I just can't face the unpleasant realities of life.
(5) Play the blaming game but play it as if you like it when you really don't.

b. General discussion and evaluation.

28. Positive Games.

a. Pair partners are given a period of 10 minutes or less in which only positive remarks may be made to each other. Whatever is said must be of a positive nature. Disguised complaints or rejections are not acceptable.

b. Form groups of four (staying with partner) and for five minutes repeat the exercise.

c. Form groups of six (staying with partner) and for five minutes repeat the exercise.

d. The group now share with one another (within the group) how they felt and the difficulty or lack of difficulty in working with the exercise.

e. Group discussion and evaluation including the question of what makes it so difficult for persons to react positively to one another and to situations.

f. Source: Aaron Hillman.

29. Dating Improvisations.

a. The following improvisations are worked out first with the pair partner demonstration and then with each of the pair partners acting out the roles, giving feedback, and reversing the roles.
(1) Boy: seek a date with the prettiest girl in school.
(2) Girl: seek a date with athletic hero or the wealthiest boy in school.
(3) Do I care for this person?
(4) I made a mistake. I should not have asked.
(5) I don't know what to talk about on a date.
(6) I am more comfortable with boys/girls.
(7) I don't know what love is.

29. (8) There I go again. I did it again.
    b. General discussion and evaluation.

30. Maturation and Imitation (Man-Woman Improvisations).
    a. Pair partners form groups of six.
    b. The groups are given 10 to 15 minutes to work out short skits that (1) indicate how a person moves from immaturity, and (2) indicates how a person learns by imitation. Each skit must focus on the change from boy/girl status to assumption of the roles of men and women.
    c. Each group presents its skit to the class.
    d. Group discussion and evaluation.
    e. Source: Aaron Hillman.

31. Oral Examinations.
    a. Part I (XLI):
        (1) Complete Critique No. 1.
        (2) Students are asked to put their names on a card and to drop the card in a box. Then the names are drawn one-by-one as they are needed for the oral examinations.
        (3) The oral examinations consist of sentences that the students are to read and then to improvise the situation. These sentences are listed on cards, shuffled, and the student then draws the role to be played.
        (4) The student is asked to take one of three chairs sitting in the front of the room. The teacher engages the student in some kind of dialogue in order to get the student to relax and to "tune in" to the improvisation. Then the student draws his role assignment, reads it, assumes the role of the situation and acts it out.
        (5) When the role is obviously finished then the teacher asks for feedback from the whole group.
        (6) Play continues until all the students have in some way worked out an improvisation.
        (7) Role assignments for Part I:
            (a) I'm late to all of my classes. I just can't seem to get there on time.
            (b) I'm getting an "F" in history because I never turn in any work.
            (c) My teachers say I'm not trying hard enough.
            (d) I get bad reports in most of my classes for talking. I just can't seem to stop talking.
            (e) The teacher never tells us what to do.
            (f) I've been absent one or two days a week since school started.

    b. Part II (XLII):
        (1) Complete Critique Number 2.
        (2) Follow instructions 2 through 6 above.
        (7) Role assignments for Part II.
            (a) We have not learned anything.
            (b) When I walk down the halls between classes

31. b. Part II (XLII):
(7) Role assignments for Part II.
(b) nobody notices me.
(c) All of my classes are boring.
(d) I got a "C" on my essay and I had worked on it for two long weeks!
(e) My French teacher says I have to drop French next semester because I'm getting a "D."
(f) I refuse to give an oral report in any class .....ever!

c. Part III (XLIII)
a. Complete Critique No. 3.
(2) Follow instructions 2 through 6 above.
(7) Role assignments for Part III.
(a) I only want to take serious subjects so I know I am accomplishing something.
(b) I want all high classes where I won't have to associate with the lower elements in this school.
(c) What does this prove?
(d) My teacher marks me down because I never speak up in class.
(e) I got sent to the Assistant Principal becasse I refuse to dress in P.E.
(f) I don't like to read....anything.

d. Part IV (XLIV)
(1) Group discussion of critiques.
(2) Follow instructions 2 through 6 above.
(7) Role assignments for Part IV.
(a) Everyone in this school is prejudiced.
(b) I got suspended for blowing up at my English teacher.
(c) My teacher sent me to the office because I lost my book.
(d) I got a bad grade because I didn't take my book or pencil to class.
(e) I listen in class, but I don't understand a lot of what the teacher says.
(f) I want to do good but I just can't keep my mind on what is going on.

e. Part V (XLV)
(1) Group discussion of critiques
(2) Follow instructions 2 through 6 above.
(7) Role assignments for Part V.
(a) I don't understand. I simply don't understand.
(b) Why don't you help me?
(c) Why does this happen to me? It always happens to me!
(d) It can't be helped. That's just the way things are.
(e) If I were the teacher things would be different.
(f) I'm different. I'm not like other people.

f. Group discussion and evaluation.
g. Source: Rosemary Hillman

32. Partners End Contracts.
    a. See Note 7.
    b. Pair partners terminate their contracts. They are to add up, in writing and/or verbally, how much of their original contract was fulfilled and whether or not a new contract should be negotiated. They are also to consider what gains or losses happened as a direct result of the contract.
    c. General discussion and evaluation.
    d. Source: Adapted from the work of Stewart Shapiro.

33. Ending The Course.
    a. Form two circles with the persons facing inward.
    b. They move forward until they all touch and then turn and face outward. Then they move out as far as they wish to go or to the limits of the room.
    c. They return to their original circles and hold hands. With their hands linked they move together as close as they can in the center and hold up their hands to the sky at the center. Then they move back, struggling with each other but not actually losing contact with one another.
    d. Then they drop hands, turn their backs on one another, and move out as far as they wish to go or to the limits of the room.
    e. They turn and face inward and then all the persons without regard to group move as close to the center as possible and make some sort of verbal and physical contact with one another.
    f. Note: This exercise is based on Horney's three reactions to basic anxiety: moving toward people, moving against people, and moving away from people.
    g. Source: Adapted from work of Stewart Shapiro.

SOCIAL STUDIES: Psychology, Introduction and Applications

APPENDIX C: Tests

PART-TERM EXAMINATION: Test 1

DIRECTIONS: Take a chance on answering.

1. Psychology is useful to people because

2. Psychology is popular with people because

3. To me, common sense and psychology

4. Some things psychologists tell us are

5. In terms of ability to judge people, psychologists

6. Psychologists ought to

7. Psychologists know less about behavior than

8. Psychology teaches you how to

9. By studying psychology a person can

10. Psychologists can predict behavior by

11. Many psychologists are

12. As scientists, psychologists are

NOW:

13. Get together with your pair partner and discuss your sentences. How much agreement and disagreement did you find?

14. Discuss the following question with your partner and then each of you write out your own answer: What does what we have written say about us?

15. Evaluate yourself to date in this course as follows:
    a. Give yourself a grade for intellectual gain: _____
    b. Give yourself a grade for emotional gain: _____
    c. Give yourself a grade for this test _____
    d. What is the average of these three grades? _____
    e. Comment:

NOTE: Put this test on top of your notebook and leave all of your work before you leave the classroom.

SOURCE: Questions 1 thru 12 above were taken from T. L. Engle and Louis Snellgrove, Psychology. The remainder were devised by Aaron Hillman.

SOCIAL STUDIES: Psychology, Introduction and Applications

PART-TERM EXAMINATION: Test 2

DIRECTIONS: Use your imagination.

1. Make a list of those things you want to be (Id), and those things you were afraid you were (superego). Both have some roots in reality but are essentially exaggerated. Can you now make a short list of those things you really believe you are (your ego)?

2. Each of us exist in the universe. The self we experience is some part of the universe as it reacts with the rest of the universe. What roles do you play in the universe? How do you feel in your universe?

3. The manner in which one participate in groups depends upon the manner in which he is oriented to (knows) himself.

4. The Greek term "Persona" refers to the mask used by actors to conceal individuality. It represents the role performed in the play. The concept now refers to what stands behaind the mask, that is, what one would do given the opportunity. Given the opportunity, what would you do?

5. Rollo May states that man has come to the realization that he alone determines his life situation. If this is true how can you determine your life? How does this affect you, the individual?

6. Ask me a question or make a statement.

NOW: Join your pair partner and work on the following together.

7. What is the status of your contract?

8. What do you need to do to further your intellectual and personal gains?

NOW: Evaluate your learning in this course to date:

9. Complete the following:
   a. Give yourself a grade for intellectual gain: _____
   b. Give yourself a grade for emotional gain: _____
   c. Give yourself a grade for this test: _____
   d. What is the average of these three grades? _____
   e. What was the average grade on your last test? _____
   f. What is the average of d and e above? _____
   g. Comments:

10. Notes: Put this test on top of your notebook and leave all of your work before you leave the class.

SOURCE: Devised by Aaron Hillman.

SOCIAL STUDIES: Psychology, Introduction and Applications

PART-TERM EXAMINATION: Test 3

DIRECTIONS: Take your time. If we need more we'll take it.

1. Draw a large circle with at least 10 spokes radiating from the center. On it, list 10 descriptive words or brief statements that tell what kind of person you are.

   a. Pick one word that seems the most vague and think of 10 other words that make that word more specific. Make a list of those words.

   b. All the words must relate to the original words, but they should seem more concrete. If it helps you, ask your pair partner to suggest other words.

2. Make a second wheel. Draw 10 spokes radiating from the center.

   a. Think of the persons, events or actions that help explain why you think you are the way you are.

   b. Scan your wheel. Which item on your wheel interests you most? List all the particular, specific things that gave that person or event force or significance to your life. What about it makes it an important why to you?

3. Now draw a third wheel. This wheel will reflect how you behave in a way that shows what you are. Think of 10 key words (verbs) that describe the way you behave. Here are some general verbs that describe behavior; move, see, speak, play, fight, and live. Make these general categories specific by finding a verb that is typical of how you do those things.

4. Sit opposite your pair partner. Ask your partner to make a What wheel which describes What you are.

   a. Look over this new wheel. Which description interests you most or which one would you like classified?

   b. Ask your partner several Why type questions that help you understand the reasons for his descriptive choice. Write down his reasons. Together reflect on the range of actions that will help increase your ability to behave in that manner. Be sure to make both lists and do not make a decision at this point to adopt either one.

   c. Think of the consequences that will occur if you decide to act on either extreme of the range of behaviors you identified. Experiment with a decided change in mind the behavior you discussed with your

Partner. Act as if that behavior was the way you wanted to act.

NOW: Evaluate your learning in this course to date by completing the following:
Give yourself a grade for intellectual attainment: _____
Give yourself a grade for emotional involvement: _____
Give yourself a grade for this test: _____
What was the average of this series? _____
What was the average of your last two tests? _____
What is the average of the last two items above? _____
Comments:

NOTE: Put this test on top of your notebook and leave everything with me when you leave or make arrangements with me as to when you will turn your work in for consultation.

SOURCE: This test (items 1 thru 4) were adapted from the work of Terry Borton and Norman Newberg.

SOCIAL STUDIES: Psychology, Introduction and Applications

APPENDIX D: Critiques

CRITIQUE 1: Student Evaluation of Course Objectives.

DIRECTIONS: Following are the statements of instructional and individual goals and objectives. In terms of you only record whether you respond positive, neutral or negative.

	P	N	N
1. Providing an appreciation of the ways in which the general methods of science are applied to the study of humans.	___	___	___
2. Learning, defining, and understanding psychological terms.	___	___	___
3. Learning that understanding of the facts is based on understanding of the methods and the affective responses.	___	___	___
4. Learning to merge our cognitive and affective spheres in order to realize our potential and to act upon it.	___	___	___
5. Learning through direct experience with some experimental procedures and learning through indirect experience by observing some experimental procedures.	___	___	___
6. Improving sense of responsibility (ability to respond).	___	___	___
7. Becoming aware of what we are doing and how we are experiencing it.	___	___	___
8. Recognizing that many of the motives we attribute to others are really reflections of our own needs and values.	___	___	___
9. Studying and understanding some of the differences in sense perceptions and the problems in meaning or understanding that are thereby created.	___	___	___
10. Improving reading, writing, thinking, and speaking ability.	___	___	___

COMMENTS:

SOCIAL STUDIES: Psychology, Introduction and Applications

APPENDIX D: Critiques

CRITIQUE 2: Student Evaluation of Teacher and Course.

DIRECTIONS: Enter Yes, No, Maybe, or NI (for needs improvement) before each of the following questions or statements.

Purpose:

1. _____ Does the lesson appear to have a specific purpose?
2. _____ Are the purposes of the lessons clear?
3. _____ Does the teacher vary his activites without losing his aim?
4. _____ Do the transitions from one part of the lessons to another indicate that both teacher and students are clear about the purpose of the lessons?
5. _____ Do you think the students left the class with one or more clear concepts?
6. _____ Does the lesson lead into the lesson for tomorrow?

Subject Matter:

7. _____ Does the teacher's knowledge extend beyond the textbook?
8. _____ Does the teacher relate his subject matter to other disciplines where appropriate?
9. _____ Is the learning concept related to the students' past and future experiences?
10. _____ Are the students led to believe that all subject matter is confined within the bounds of their textbooks?

Students:

11. _____ Is the teacher sensitive to the needs and interests of his students?
12. _____ Do the students and teacher work cooperatively or do the students actively resist the teacher?
13. _____ Are the students attendive to the lessons?
14. _____ Does the teacher teach the class as a whole or a few of the students?
15. _____ How would you react to the lesson if you were the teacher?

COMMENTS: Add here any further answers to the questions or statements above and/or anything else you would like to add that would assist the teacher in making this course and its learning more relevant and effective.

SOCIAL STUDIES: Psychology, Introduction and Applications

APPENDIX D: Critiques

CRITIQUE 3: Student Evaluation of Student and Course

DIRECTIONS: In the following questions, rate yourself on each item with a number as follows:

5 = excellent; all of the time; lots
4 = above average; most of the time; quite a lot
3 = average; some of the time; some
2 = below average; rarely; not much
1 = poor; never; none

_____ 1. How much academic knowledge did you gain?
_____ 2. How much general knowledge of life did you gain?
_____ 3. How would you rate your acceptance of responsibility for your actions and your own learning?
_____ 4. How much did you do in this class that was not required?
_____ 5. How would you rate your involvement in class activities?
_____ 6. To what extent did you help others learn?
_____ 7. To what extent did you help others get involved in class activities?
_____ 8. How often did you participate in discussions with your pair partners?
_____ 9. How often did you participate in class discussions?
_____ 10. How well did you listen to others?
_____ 11. How often did you volunteer for class exercises?
_____ 12. How would you rate your attitude toward this class?
_____ 13. How would you rate your attitude toward the other students in this class?
_____ 14. How well did you pay attention during instructions, lessons, or lectures?
_____ 15. How well were you able to learn what was required of you this quarter?
_____ 16. How would you rate your span of attention?
_____ 17. How much thought did you give to this class while you were out of class (at home, etc.)?
_____ 18. How much effort went into your special learning processes?
_____ 19. Rate your ability to "beat the system."
_____ 20. Rate your ability to "second-guess" the teacher.

COMMENTS: Is there anything else the teacher ought to know about you that bears on your activities and evaluations this quarter?